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ABSTRACT

This report describes the relationships and programs the city of Portland, Oregon, maintains with its public schools and with some private schools, colleges, and universities. The document grew from a survey conducted within the city government in June 1978 and from subsequent studies concerning school boundaries, enrollments, public service employment, and the like. The studies indicated that the health of the city's neighborhoods is directly related to the health of the public schools. Over 100 city-school programs are noted, covering the bureaus of parks, police, streets, fire, and 30 other city bureaus. In many cases the programs show the efficient use of public funds through cooperative ventures in support of neighborhoods and schools. This report is intended as a background for understanding the city-school policy. (Author/LD)

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PROGRAMS AND ACTIVITIES IN EDUCATION IN CITY BUREAUS

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Portland, Oregon
February, 1979

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INTRODUCTION

This report brings together descriptions of the relationships and programs in education being carried out by the various City bureaus. Together with the City School Policies this document should help to guide the future direction of City School programs.

The City School Policy Committee was appointed by the Mayor in November, 1977. The main focus of the committee has been on the relationship of the city with the Portland Public Schools. Its work was begun by interviewing a number of bureau managers to determine the nature and range of their bureaus' activities in education. Oral interviews were supplemented by a questionnaire approved by the City Commissioners and distributed in June, 1978. The Committee and its staff assistant conducted follow-up interviews of bureau and School District personnel and private citizens; special studies of a number of topics (school boundaries, enrollments, Public Service Employment, etc.) were also initiated and completed.

As a result of this process the staff assistant prepared summaries of the school activities of fifty-five administrative units within the city. Each report was submitted to the bureau involved for a check of accuracy and thoroughness before being presented to the Policy Committee.

Though Portland's major school relationship is with the Portland Public Schools, it was found that the City boundaries overlap with several other school districts. The educational activities of several bureaus also take place in these districts as well as in colleges, universities, and private and parochial schools. It has seemed logical not to filter out the information provided by the bureaus about these other relationships and services.

"Why is the City concerned with the Schools?" This report contains the clearest answer to that question: the City is concerned because we are already pursuing over 130 programs relating to the Portland Public Schools and to other educational institutions. We are pursuing these programs sometimes because we are required to do so by state law or local charter.

Often our relationships with the Schools are the ordinary delivery of City services. Most importantly, though, we are engaged in many of these activities because individual bureau managers, school district personnel or private citizens have seen the benefits to be gained from cooperation between the City and the Schools. City studies completed over the past several months have underlined what these individuals have shown us: the health of the City's neighborhoods is directly related to the health of the public schools. The programs described in this document reveal a number of creative ventures, built up over the years, which have helped to make Portland a better place to live. In many cases the programs show the efficient use of public funds through cooperative ventures in support of neighborhoods and schools.

This report, Programs and Activities in Education in City Bureaus, is derived from the Committee's findings, and completes the first stage of the Committee's assignment. But the programs described here tell only one half the story of the relationship of City government to the City's schools, the more active half. The theoretical side of the City School relationship, as outlined in City ordinances, charters, and operating procedures, has been collated into the discussion draft, City School Policy. Both programs and policy documents represent an attempt to understand and support the successful relationships between the City and the Schools now operating throughout the City's bureaus, as well as to provide an aid to further decision making.

The Committee hopes that this document will serve as a guide both to what exists today and to what can exist in the future. On any given school day, nearly one fourth of the citizens of Portland can be found at a school institution. City School programs guided by a City School Policy can help us best to serve not merely this 25%, but all of our citizens, through fullest cooperation of the City and its Schools.

THE CITY SCHOOL POLICY COMMITTEE:

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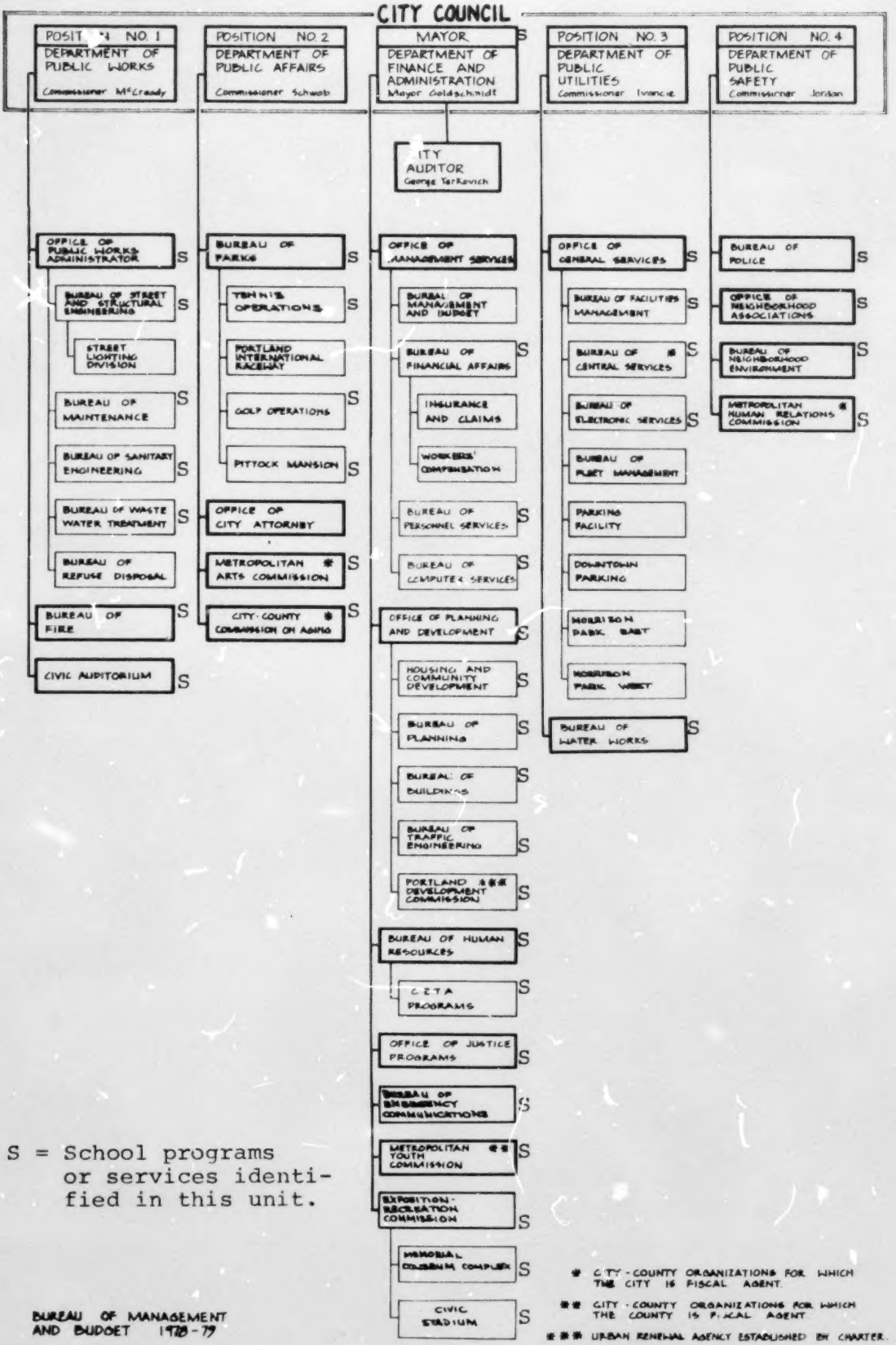
Doug Bridges, Bureau of Parks
Sarah Newhall, Bureau of Human Resources

Marty Cohen, Staff Assistant

CITIZENS OF THE CITY OF PORTLAND, OREGON



S = School programs or services identified in this unit.

* CITY-COUNTY ORGANIZATIONS FOR WHICH THE CITY IS FISCAL AGENT.

** CITY-COUNTY ORGANIZATIONS FOR WHICH THE COUNTY IS FISCAL AGENT.

*** URBAN RENEWAL AGENCY ESTABLISHED BY CHARTER.

BUREAU OF MANAGEMENT AND BUDGET 1978-79

NOTE

Wherever possible, this report contains language borrowed directly from documents produced by the bureau under discussion. The summary of each bureau's programs in education is preceded by a brief statement of the bureau's mission, derived from material produced by the Bureau of Management and Budget.

Most of the information here pertains to programs which were active in 1977-78 and which are scheduled to continue in 1978-79. However, a few older or discontinued programs of particular interest are noted, along with a few potential programs mentioned by bureau managers as worthy of future consideration.

DEPARTMENT OF PUBLIC WORKS

OFFICE OF PUBLIC WORKS ADMINISTRATOR

The Office of the Public Works Administrator, in the Department of Public Works, manages the Bureaus of Sanitary Engineering, Street and Structual Engineering (including the Street Lighting Division), Maintenance, Refuse Disposal, and Wastewater Treatment. It is the Public Works' Administrator's duty to provide responsive, effective, and efficient public works services to Portland citizens.

1. Administration of Education Activities

The Office of the Public Works Administrator is responsible for management of the education-related activities of its assigned bureaus. (See below)

BUREAU OF STREET AND STRUCTURAL ENGINEERING

Identifies funding, designs, and manages installation and improvements to the City's transportation network; and provides an efficient and effective street light system to the City.

1. Bicycle and Pedestrian Program

The Bicycle and Pedestrian Program studies the large (bicycle routes) and small (bicycle racks) physical needs of bicyclists and pedestrians in the city, and acts as advocate for those needs.

State and Federal support for research into and construction of bicycle networks became significant in 1971; a City Task Force produced a Comprehensive Bicycle Plan in 1973. A Bicycle and Pedestrian Program has existed in one or another of the City's Bureaus for the past several years, with part-time or limited full-time staffing.

Bicycle Safety Education is a major goal of the Bicycle and Pedestrian Program. Bicycle Safety is taught in classrooms by the Police Bureau's safety officers; the Bicycle and Pedestrian Program advocates supplementary programs in this field.

Bureau of Maintenance

Maintains City streets and City-owned street lights, various traffic support and other public structures, sidewalks; traffic control devices, signs, and markings; and public storm water and waste sewers.

1. Street Cleaning, Maintenance and Snow Removal

The Bureau of Maintenance provides services such as street cleaning and snow remaval to areas around schools.

2. Emergency Assistance

In emergencies, snow removal and street cleaning services are provided on a higher priority around schools than in other residential areaa.

The Bureau of Maintenance has also provided direct technical and physical assistance in response to requests from schools in the case of emergencies such as broken pipes.

Bureau of Sanitary Engineering

The Bureau of Sanitary Engineering provides planning, engineering and administration for a self-supporting wastewater collection and disposal system.

1. Public Information

The Bureau regularly provides speakers to public school classes, civic organizations, industrial and commercial organizations, and governmental units. The public information function of the Bureau is aimed at achieving good public relations in general, and at keeping complaints about sewer charges and activities at a minimum.

Presentations of lectures, slide shows, and information discussions have been made at 10-20 schools each year for the past several years; the grade levels have varied from primary though post-graduate. Schools and colleges throughout the metropolitan area have been contacting the City and Bureau to request presentations.

The Bureau indicates that its public information program could expand significantly in the schools:

(a) If the faculty of schools were aware of the program. This could be done through school administrators, curriculum officers, teachers' library etc.

(b) If the mechanics of implementation of these requests resulting from (a) above are balanced with the work load so the goals set forth in the bureaus mission are not deterred.

(c) By working with any agency that may be developing an "Educational Documentary" on wastewater systems.

The long-range effect of such increased activity would be beneficial to the citizens, Bureau and City government.

Bureau of Waste Water Treatment

The Waste Water Treatment Bureau operates and maintains treatment facilities.

1. Public Information

Tours of the Waste Water Treatment facility are arranged for school children and others. Six-eight tours of about 30 persons each are organized annually.

The Bureau of Maintenance has provided guest speakers for primary school classes.

Bureau of Fire

Prevents and reduces the loss of life and property from the misfortunes fo fire and emergency medical situations.

The Fire Bureau cooperates on the programs listed below with the Portland Public Schools, local Catholic and private elementary and secondary schools, and the Art Department of Portland State University. ORS 336.072 and Oregon Department of Education policy require Fire Safety training in elementary grades and high schools.

1. Fire Safety Programs, K-12

Fire Safety programs including talks by uniformed personnel and audio-visual presentations to students are an important activity of the Bureau. Before 1977-78 Fire officers spoke to classes only on request. The Bureau's current goal is to reach every classroom in the City, at the rate of approximately 5,000 persons addressed per month, or three schools per week. Special topics such as Babysitting are sometimes covered at the request of the teachers.

2. Volunteer Speakers Bureau

Part of the Fire Safety Program is designed to make use of a new Volunteer Speakers Bureau. Each Fire officer is asked whether he would like to participate. Some 45 officers have been given training in public presentations. The program was founded in 1977, but has been limited in scope because of personnel shortages.

The speakers are volunteers in that their presentations are given without charges but talks may be scheduled on Bureau time.

3. Fire Prevention Week; Poster and Essay Contests

Contests for design of Fire prevention posters and for essays on Fire safety are held for elementary students in grades 1-4 and 5-8. Judges are volunteers from outside the Bureau. (The PSU Art Department judges the poster contests.) Up to 5,000 posters and 3,000 essays are submitted annually.

4. Adult Fire Safety Classes

The Bureau conducts classes with faculty, custodians and bus drivers at schools to train adult personnel in fire safety.

5. Fire Drill Routine and Reports

Fire drills are required at frequent intervals in every Portland Public School by State law and District policy. The routine for drills is determined in cooperation with the Fire Bureau. Each school completes for the Fire Bureau a standard form reporting on the past year's drills.

6. Fire Inspections of Physical Plants

Among the 24,000 building inspections planned for 1978-79 are the semi-annual inspections of each Portland Public School building, and a similar level of activity for private and parochial schools in the area. Two fire inspectors are assigned full-time to schools. (These same inspectors play a major part in Fire Safety programs through talks and presentations.)

7. Public Information: Use of Schools

The Bureau supplies speakers to Youth Clubs, PTAs, and other groups for presentations after school hours. These talks frequently take place using School buildings.

CIVIC AUDITORIUM

It is the mission of the Civic Auditorium to manage, maintain, and rent the Civic Auditorium in a manner that insures the greatest enjoyment of the audience, attracts high quality entertainment, provides highest usage consistent with sound fiscal and management practices, coordinates services and uses with other facilities and downtown businesses, and attracts, trains, motivates and utilizes skilled employees.

1. Graduation Exercises

The Auditorium hosts an average of 13 Portland Public High School graduations each year. Parochial schools, colleges, universities, and (on occasion) the Western Baptist Seminary also use the facility for graduations approximately ten times each year.

2. Youth Concerts

The Oregon Symphony and the Youth Philharmonic (formerly the Junior Symphony) perform approximately 10 pairs of concerts annually for Portland Public Schools (3 pairs) and rural or suburban schools (7 pairs). These programs are not addressed by a formal booking policy, but each year the Council has approved a variance so that the lower morning-only rental fee ($250) can be charged for each pair of concerts, which run until about 2 p.m. Also, the use of volunteer ushers is allowed at these concerts. Some 50,000 students attend the youth concerts annually. Rental fees are paid by the orchestras.

To help with the traffic problems of the 30-50 schoolbuses arriving and leaving during each of the paired concerts, the Bureau of Police provides from 4 - 8 motorcycle patrolmen at no charge to the Civic Auditorium, the Schools, or the performing groups.

3. Young Celebrities Concerts

The Portland Public Schools, Celebrity Attractions, and the Evans Products Foundation are sponsoring a series of five young artists programs beginning in 1978-79.

Tickets for the series will be offered at modest rates to school children. The programs will be geared at developing a new audience for young solo artists.

4. Cooperation with Jefferson High School

The Civic Auditorium has cooperated with Jefferson High School's performing arts magnet in arrangements for visiting dance groups. These arrangements have in the past included multi-party agreements with Celebrity Attractions, Federal, regional, state, and local arts commissions, as well as with the touring company and the school.

5. School Tours

The Auditorium conducts guided tours for Portland Public Schools, local private elementary and secondary schools, and for other groups.

DEPARTMENT OF PUBLIC AFFAIRS

Bureau of Parks

Develops and maintains the Portland park system, and provides recreational, cultural and other leisure programs.

A. PLANNING & ADMINISTRATION DIVISION

1. Joint Planning

Park planning is carefully coordinated with the facilities planning staff of School District #1. Many future park sites have been identified at existing schools and school playgrounds have been identified for improvements. The common use of facilities is also being implemented and schools such as Kennedy are being identified for possible multiple-use.

B. OPERATIONS DIVISION

2. Maintenance Cooperation

There is professional contact between the maintenance staffs of the School District and the Park Bureau.

C. RECREATION DIVISION

3. Athletics
4. Special Recreation
5. Aquatics
6. Culture
7. Community Centers

The Recreation Division includes the Aquatic, Athletic, Specialized, Cultural, and Community School sections. Many of the activities of the division cut across sectional lines.

In 1977-78 the Recreation Division organized programs operating in 52 elementary schools and 14 secondary schools. These programs involved youth and adults in aquatics, sports, fitness, dance, drama, music, arts and crafts, and various community and neighborhood activities.

From November through March arrangements were made for Saturday opening of high school gymnasia. Costs for this program have been split evenly between the City and the public schools.

Among the School District facilities used by the bureau are the Fulton Park School, operated by the City as a Community Center, the Charles Rice School, the Wilson, Buckman, and Couch pools, Mt. Tabor Annex, and the Buckman field parking lot.

8. Community Schools

The Portland Public Schools and the Park Bureau currently operate fifteen community schools.

A Community School is both a facility and a process. Through a local community school advisory committee, neighborhood needs and interests can be identified. The Community School itself becomes the focus for activities designed to meet those needs, whether they are in recreation, adult education, child care, or social services.

The Community School program in Portland now involves 15 schools along with several satellite locations. Community School Coordinators are hired by the Park Bureau and coordinate programs with their schools' Principals, advisory committees, staff, and the neighborhood at large.

9. Children's Museum

The Children's Museum, located at 3037 S.W. 2nd Avenue, offers programs for school aged children, focusing on the elementary years.

"Living on the Land," an interdisciplinary enrichment program, is offered to provide opportunities for students to explore the culture of the Pacific Northwest. Classes go to an archaelogical dig site for a day, spend two days at the Museum, and spend a fourth day working with the Museum staff back at their home school.

Portland schools have scheduling priority for this program which was offered for 25 weeks during the 1977-78 school year.

Other special presentations of the Children's Museum include explorations of the world of the handicapped, arts and crafts, and Northwest Indian cultures.

10. Nutrition Programs

Nutrition programs funded by the federal government have been offered by the Park Bureau through its summer recreation program in the past.

Depending on the needs of the neighborhood, nutrition programs could be introduced at Community Centers or Community Schools in the future.

D. GOLF DIVISION

11. PIL Golf Teams

Under its definition in the City Code, the Golf Division is mandated to provide free services to the Portland Interscholastic League golf teams.

12. Special Golf Fees for Students

Special lowered fees for students are mandated by the City Code for the Portland Public Schools and certain area Catholic schools.

13. Golf Clinics

Clinics are given by Golf division professionals to all teams in the P.I.L. and their coaches.

14. Teaching Program

A new teaching program for student golfers will be introduced in 1978-79.

E. TENNIS DIVISION

15. Use of Indoor Tennis Courts

The indoor courts of the Tennis Division are used by teams and leagues for practices and tournaments. School users pay ordinary fees for tennis courts.

F. PITTOCK MANSION

16. Field Trips

Field Trips to the Pittock Mansion are organized regularly with help from the Mansion staff and volunteers. Trips are arranged by surrounding Districts as well as by PPS, PSU, Mt. Hood and Portland Community College, and other educational organizations and institutions.

17. Speakers

The Mansion has supplied speakers on request to various classes throughout the metropolitan area.

METROPOLITAN ARTS COMMISSION

Fosters a cultural climate by assisting artists and arts organizations and providing arts activities to the citizens of Portland and Multnomah County.

1. Grants to Artists and Organizations

The Arts Commission administers a yearly grant-making program designed to fund special projects in the arts by individual artists and arts organizations. Projects must provide products or services that benefit the community and must take place within Multnomah County. Because the MAC serves all of Multnomah County, MAC projects have involved not only the Portland Public Schools, but other districts as well.

Often, MAC-funded projects include in-school programs, programs free to school populations, or involve the use of schools as community centers for arts-related activities. In such cases, MAC project funds are granted to an arts organization or artist(s) for a proposed project: the organization or artist(s) then makes contact with the schools to arrange the programming, with the Arts Commission retaining final approval of proposed projects.

2. Craftsmen-in-Schools

The MAC has funded the Contemporary Crafts Association's Craftsmen-in-Schools program, which provides matching funds for artist residencies and workshops within metropolitan area schools.

3. Neighborhood Concerts

The MAC has helped fund free evening concerts by the Oregon Symphony Orchestra. The performances take place in school facilities with school and community cooperation.

4. Youth Concerts

The Portland Youth Philharmonic (Junior Symphony) has received an MAC grant for special Youth Concerts. In this program, school children are bussed to the Civic Auditorium during school hours for concerts with special reduced admission rates.

5. Community Schools

The Metropolitan Arts Commission in 1977-78 funded arts activities in the Community Schools program, a cooperative effort of the Portland Bureau of Parks and the Portland Public Schools designed to use neighborhood school facilties as community centers after school hours. In the program, the Commission worked with Community Schools matching arts activities with requests from each school.

Although both visual and performing arts programs were made available, requests were mainly for performing artists.

6. Roosevelt Cluster Project

In 1974-75 the Metropolitan Arts Commission worked directly with the Portland Public Schools to organize the two-year Roosevelt Cluster project. In the first year, the Arts Commission worked with the Area I Administrator and with the Multnomah County Intermediate Education District in the project, which was jointly funded by the Metropolitan Arts Commission/City of Portland, the Portland Public Schools, and the Music Performers Trust Fund. The first year of the project involved the organization of programs in the visual

and performing arts and crafts in the nine feeder grade schools in the Roosevelt High School district. School administrators were consulted and programs were tailored to their expressed needs.

The following year, the second stage of the Roosevelt Cluster project was again partially funded by the Metropolitan Arts Commission ($1000), with matching funds provided by the Portland Public Schools. This 1975-76 portion involved follow-up in-service training sessions with teachers in these same schools to inform them of ways to utilize artists in workshops and residencies in their schools.

City-County Commission on Aging

Develops greater community awareness of the needs of the elderly, and coordinates community resources to address problems of older people.

1. School Visits

The Commissioners and staff are fairly regular visitors to the Portland Public Schools, talking to high school classes about the needs and problems of the elderly. They are invited to most of the colleges in the area for similar discussions.

2. Interns and other Higher Education Connections

Three interns from the University of Minnesota gerontology department have worked with the CCCOA in the past.

Students from the Portland State University Institute on Aging and School of Social Work have also worked with the CCCOA.

3. Speakers Bureau

The Commission is forming a speakers bureau to supplement the work of the Commissioners and staff in talking to schools and other community groups.

4. Special Events

The Commission has worked with the Portland Public Schools on open houses for the elderly, community school events, and other projects. Whenever possible, in keeping with the Commission's policies, such events are spun off for sponsorship by other organizations in subsequent years.

DEPARTMENT OF FINANCE AND ADMINISTRATION

OFFICE OF THE MAYOR

Provides leadership and supervision to the general affairs of the City and particularly to City government, recommends the annual budget to Council, assigns departments and bureaus to members of Council, provides information and assistance to the public, and administers the bureaus in the Department of Finance and Administration.

1. City School Liaison

This position in the Mayor's office was created in 1978 for a minimum of two years. The sole responsibility of this position will be to work on City-School relations. Specific functions include participation on the City School Policy Committee; spending the equivalent of one full day per week at School District #1; and working at every level of City Schools contact to improve policy coordination and program implementation.

2. City School Policy Committee

The City School Policy Committee was appointed by the Mayor in November, 1977, to review existing City programs which relate to the programs of the School District; to analyze these programs to determine whether they represent de facto City policies, and to identify a set of proposed policies with which to guide City relationships with the School District in the future.

3. City School Commission

The City of Portland and the Portland Public Schools in 1977 proposed the formation of a City Schools Commission. The Commission would recommend coordinated planning efforts on a city-wide basis.

A proposal was made to the Mott Foundation in Flint, Michigan, for funding of this Commission, and the Office of the Mayor has coordinated discussions with the School District and the Foundation regarding the Commission.

To date the proposed Commission has not been funded or established.

Bureau of Financial Affairs

Controls the City's financial activities which includes accounting for all bills and receipts, safeguarding the City treasury, maintaining the payroll, directing purchasing operations and enforcing the business license tax.

1. Cooperative Purchasing

The Purchasing Division of the Bureau cooperates with twenty-five other public agencies, including the Portland Public Schools, Portland Community College, Mt. Hood Community College, the Portland Library Association, the Multnomah County Education Service District, and the Parkrose, David Douglas, Tigard, Centennail, Gresham, Corbett and Reynolds School Districts in the purchase of fuel oil, gasoline, and certain other items.

2. Information Sharing

The Bureau, particularly through its Purchasing Division shares information with public agencies throughout the State, including the Portland Public Schools.

3. Insurance and Loss Control

The Risk Management Division of the Bureau is responsible for the insurance coverage for City properties and City activities. Through this function the Division is involved with the Portland Public Schools and Portland Community College regarding shared liabilities and hold harmless arrangements.

The Division, also within its normal functions, is responsible for the proper coverage of high-school youths employed by the City in special programs.

These activities do not represent major commitments of Bureau resources or personnel.

4. Safety Classes (Adult)

Bureau staff are invited to present classes through the Division of Continuing Education to share City expertise in accident prevention and other safety areas.

Staff also participate in workshops and forums sponsored by the League of Oregon Cities throughout the state.

Bureau of Personnel Services

The Bureau of Personnel services directs the City's hiring process through the Civil Service and is also responsible for guarantees of equal employment, union bargaining, and training for City employees.

1. Public Education

During the academic year, staff members are asked to speak to various classes concerning the nature of personnel work in the public sector. These requests generally cover all aspects of personnel including collective bargaining.

The Bureau also participates in job fairs, seminars, and work shops at Portland State University and other institutions. Some four to ten times a year the Bureau uses Portland Public School facilities for administration of tests.

2. Work Study Program

The Bureau coordinates the college work study program for the City.

3. Recruitment

The Bureau has contacts with Portland State University, Portland Community College, and other local colleges and universities to recruit graduates from Public Administration and related fields.

4. Employee Education Programs

The Bureau coordinates the employee training programs and authorizes tuition reimbursement for employees under certain conditions set out in City ordinances.

Bureau of Computer Services

Provides data processing support to meet City agencies' service objectives.

1. Programmer Pool

In this project the Bureau cooperates with the Computer Programming department of Portland Community

College to identify and hire trained computer technicians who are CETA-eligible. Participation is open to any City residents who are CETA-eligible; Portland Community College's two-year (A.A.) course in computer programming provided the first eight participants, six of whom were, in summer 1978, working on projects within BOCS, one of whom was being trained, and one of whom had left the program to work in private industry.

2. Internship

An eight-week internship within the BOCS has been arranged for students from the Department of Public Administration at Portland State University. The BOCS has been particularly successful at providing internships for foreign students.

3. Contract Services

The Institute for Social Research at Portland State University plans to contract with the BOCS for approximately $35,000 in services in FY 179-80. The particular service in question involves a child welfare/foster care evaluation; potential for future cooperative and contracted services exists.

Office of Planning and Development

Supervises and coordinates the activities of the Bureau of Planning, Bureau of Buildings, Bureau of Traffic Engineering, and the Housing and Community Development block grant. OPD is responsible for developing and maintaining community development efforts for the City.

Bureau of Planning

Administers the existing zoning and development regulations, plans transportation improvements, and is developing the comprehensive plan for the City.

1. Consultation

The Planning Commission along with OPD and the Bureau of Planning, consults with individuals and

organizations, including School Districts, in regard to land acquisitions and improvements.

Land for Schools, a document narrating and illustrating the land and facility needs projected for the Portland Public Schools, was produced in 1957 by the Planning Commission in cooperation with School District #1. The recommendations contained in this document resulted in the District's acquiring nearly twenty sites for new and enlarged schools.

Most consultation has been less formal and with less far-reaching results. Discussions concerning the boundaries of School District #1, the City of Portland, and neighboring school districts, have been held irregularly, usually in connection with proposed annexations.

2. Public Information

The Bureau of Planning produced Portland Public Schools: 1950 to 1977, a document intended to present the basic information on facilities, enrollment projections, and current programs from which the Portland Public Schools and local citizens could project future needs.

3. Marketing the City (OPD/PDC project)

Based largely on research conducted in 1977-78 by the Office of Planning and Development, the Development Commission has proposed a Portland Marketing Program with the broad goal of attracting and maintaining working families with children in the City. OPD research reveals that perception of the public schools is a major factor in business and personal decisions to remain in or migrate to the City.

The proposed marketing program may contain joint City/School public information efforts highlighting the qualities of particular neighborhoods and their schools.

4. Permit Requests

The Planning Commission, as authorized by the City Code, conducts hearings to consider issuance of conditional use permits and zone changes.

The School District, with over 100 sites in the City, is a frequent applicant for conditional use permits to improve buildings and grounds.

Bureau of Traffic Engineering

Manages the City traffic system to reduce traffic accidents, congestion, and negative environmental impacts; provides optimum parking availability through control and enforcement of curb parking; and prevents traffic accidents by education and coordination of traffic safety programs.

The Bureau of Traffic Engineering and the Portland Traffic Safety Commission participate in a great number of educational programs involving the Portland Public Schools, local Catholic elementary and secondary schools, private elementary and secondary schools, and Portland Community College.

PHYSICAL PROJECTS

1. Signing

BTE, in conjunction with the Traffic Safety Commission, identifies the special need for School Crossing signs and School Parking and Speed Zone signs. In the case of school closures or reorganizations sign removals or installations may be called for.

2. Traffic Signals, including Pedestrian Actuated Signals

The Traffic Safety Commission joins with School Principals, the Police Bureau, PTAs, and neighborhood groups to determine the need for new or improved traffic signals at or near Schools. In some cases, pedestrian actuated signals are installed at school crossings to supplement or replace traffic patrols.

3. Maintenance

The Bureau of Traffic Engineering to some degree coordinates the activities of the Bureau of Street and Structural Engineering and the Bureau of Maintenance in repairing and maintaining streets around schools.

TRAFFIC SAFETY

4. Safe Route to School

Approximately 20,000 maps showing the safest path for children between their homes and schools have been distributed annually in cooperating schools.

5. Traffic Safety Films

The Traffic Safety Commission repairs, replaces, and purchases traffic safety films for use by the Safety Education Officers of the Police Bureau in the public shcools.

6. Driver Improvement Classes

As of July 1978 the Bureau was conducting Driver Improvement Classes at the Ross Island Center of Portland Community College.

The Bureau remains a strong advocate for Driver Improvement classes in the public schools.

7. Traffic Safety Guides, other brochures

The TSC prints and distributes materials on general and specific topics regarding traffic safety. Certain of this material explains or discusses Oregon statutes; some of the material is used in classrooms for state-mandated instruction in Traffic Safety.

8. Violation Monitoring

Through the Traffic Safety Commission, postcards are distributed to Traffic Patrols and school bus drivers for convenient reporting on vehicles driving unsafely in school zones or near school buses.

TRAFFIC PATROLS

9. Tri-Partite Agreement

The BTE, School District #1, and Bureau of Police cooperate under an informal tri-partite agreement covering Safety Education and other matters.

10. Traffic Patrols: Students

The Traffic Safety Commission cooperates with the Portland Public Schools to promote and maintain an effective student traffic patrol at approximately 90 elementary schools.

The Commission provides windbreakers, caps, flags, and other equipment for the patrols; coordinates the assignments of the Safety Education Officers from the Portland Police who train the patrols; promotes the student patrols through the media and with individuals public and private meetings; etc.

11. Traffic Patrols: Adult Crossing Guards

The Traffic Safety Commission contracts with Wackenhut Corporation to provide adult crossing guards for Portland public elementary schools. Since 1976-77, costs for this program have been shared 50-50 with School District #1.

MISCELLANEOUS

12. Public Meetings

The Bureau of Traffic Engineering uses Portland Public Schools for meetings approximatley six times each year.

Bureau of Buildings

Formulates and enforces zoning, housing and other construction regulations to ensure safe and compatible development of structures in the City. This bureau's operations are largely self-supporting through permit and inspection fees charged for services.

1. Code Enforcement

The Portland Public Schools and other local educational institutions must comply with construction and zoning codes. Any construction or land use changes within the City must be approved by the Bureau. Level of involvement with the Schools therefore varies depending on the level of maintenance and construction going on at any given time.

Portland Development Commission

To revitalize deteriorated areas of the City by administering physical development programs and services in designated Housing and Community Development and Urban development areas.

1. Benson High School Carpentry Training Program

The Commission contracts with Benson High School for the construction of a new house by the school's carpentry training students. Financing for the program is offset by the eventual sale of the completed house. The program will continue with a new house to be constructed and sold in 1978-79.

2. Emergency Home Repair

The Emergency Home Repair Program is a work experience program designed to provide non-high school and high school youth, ages 16-21, an educational alternative. The youths are paid for on-the-job training in the building trades. The program is also designed to provide specified free emergency repairs to the homes of poor, elderly, or handicapped persons in the City.

The program is funded through CETA; PDC's responsibility lies in screening of applicants for repair work, and developing rehabilitation specifications.

3. Marketing the City (See OPD, page 23, above.)

BUREAU OF HUMAN RESOURCES

Offers social programs for disadvantaged youth and the elderly including coordinating employment opportunities, counseling, education, nutrition, and basic support services. The Bureau is responsible for management of the city's Comprehensive Employment and Training Act (CETA) program.

Several of the programs listed below are subject to current reorganization plans within the Bureau of Human Resources.

A. AGING SERVICES DIVISION

1. Facility Sharing

The Aging Services Division would like to co-locate eight senior service centers in existing public schools. A pilot project with an estimated remodeling cost of $800,000 is currently under discussion.

2. Volunteers in Schools

The Division advocates the use of senior volunteers in public schools. Minor programs of this nature exist currently; more senior/student contacts would be a likely result of any facility sharing in the future.

3. Nutrition Programs

The Divsion has sponsored programs in which seniors were served meals prepared at school cafeterias. Further programs in this field are advocated.

B. YOUTH SERVICES DIVISION

4. Facility Use

Public schools are used by the Youth Service Division for meetings approximatley 25 times each year.

5. Youth Service Centers

Five Youth Service Centers are funded throughout the City. Each has its own administration and particular thrust, but all the centers provide personal and family counseling, employment service, recreation, information and referral services. The Centers also serve as neighborhood-based alternatives to the juvenile justice system for youths who have committed status* or minor misdemeanor offenses. The Centers' clients include a number of youths who have been referred by the public and private schools. All YSC programs dealing with PPS are aimed at improving the school experience for the youth, at providing youth development, and at reducing juvenile delinquency.

a. Contact Person Program
(A Youth Service Center Program)

A peer counseling program at Cleveland High and Sellwood Grade Schools. Trainers expose youth to relevant community resources (VD Clinic, Planned Parenthood, Morrison Center, etc.) and do basic training in communication skills. Trained youth passes on information to peers.

b. Resource Access Project (YSC)

A peer counseling program in North Portland, centering on Roosevelt High. Similar to Contact Person in Southeast.

c. Youth Tutoring Youth (YSC)

Small tutoring programs at North Portland and Northeast YSC involving older youth tutoring younger youth. Some are paid with Youth Career Training dollars.

*Status offense: an act for which a person may be held culpable solely because of age; status offenders have committed acts for which adults would not be prosecuted.

d. Open Gym (YSC)

NEYSC has an open gym for youth at the King Neighborhood facility.

e. Wilson High Integration Project (YSC)

This program is aimed at easing the transfer of students into the school. The Southwest and Northeast Youth Service centers have spent a year working with administrators from PPS to develop training and orientation processes for administrative transfer students. Project should continue in 1978-79.

f. Dropout Prevention (YSC)

At Jefferson High School, NEYSC counselors have a relationship with school to provide special assistance to youth about to drop out of school.

6. Youth Career Training Service Program

The Division cooperates with the Portland Public Schools in the Work Experience Programs worked out at each of the high schools and several special schools within the District. The program includes work experience, cooperative work, and work study assignments. Funding for a number of in-school youths is provided to work experience coordinators in each high school. Distribution of the funding positions is done by the Area Managers. Each student within the work experience program receives on the job and classroom training and the support services of the project.

a. Emergency Home Repair (YCTS)

The Emergency Home Repair Project includes the cooperation of the Youth Career Training Division, the Portland Public Schools, and several local public and private agencies. See report on Portland Development Commission for Details. YCTS has contract with PPS for $201,000 in this program.

b. Hypertension Project (YCTS)

In cooperation with the County Health Department, the Youth Training Division provides work experience for students as blood pressure monitors. This project brings together youth and elderly citizens in a positive way. Discontinued September 15, 1978.

c. CATCH and CATCH II (YCTS)

The CATCH programs are environmental education programs particularly for youth with beahvior problems. The Portland Public Schools cooperate with CATCH, which uses Larch and Kelley Point Parks among other resources. Catch II is the same project contineud during the school year, funded through a contract with PPS.

d. Residential Work Campus (YCTS)

The Youth Service Division helps fund two YMCA work camps, Camp Collins and Camp Meehan, using CETA Title III youth training funds. These are summer programs only and have no Portland Public School connections.

e. Jefferson Career Employment Experience Program (YCTS)

To help 40 youth successfully make the transition from school to work. Contract with school district to operate the program.

f. Cleveland High School Employment Experience Program (YCTS)

Same as program "e" above, at Cleveland High School.

g. Career Research (YCTS)

Contract with Portland Community College to do assessment and counseling of youth 14-21.

h. Project Discovery (YCTS)

Contract with Portland Opportunities Industrial Center for assessment and counseling of Youth 14-21.

i. Medical Careers Exploration (YCTS)

CETA Title III funding for these vocational programs for older youth is channeled though University of Oregon Health Sciences Center. Involved 12-14 youth each 8 weeks.

C. ADULT TRAINING

7. Adult Services Trough Title CETA I

The Bureau of Human Resources contracts with Portland Community College to operate adult training programs under CETA Title I. (The 1977-78 contract totalled $549,743 in Department of Labor funds passed on to PCC.) The program includes the recruitment, intake, assessment, and orientation of adults aged 22-54 who need help in entering or re-entering the job market.

This program also uses facilities at Portland State University for meetings and recruitment about 20 times each year.

D. COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

Public Service Employment under the Comprehensive Employment and Training Act in the City Bureau of Human Resources provides federally subsidized employment to several hundred individuals in City bureaus and private non-profit agencies.

1. CETA PSE and the Portland Public Schools

School District #1 has been a major recipient of PSE positions since 1975. At one point in 1978 School District #1 was employing over 200 persons in PSE funded projects.

2. CETA PSE and Other Schools

City PSE funded over 60 positions in education agencies other than the Portland Public Schools in 1976-77.

3. CETA PSE and Indirect Aid to Education

PSE has funded over 100 positions in social service agencies providing significant programs in education since 1976.

NOTE: For futher details on CETA PSE and Education in Portland, see appendix.

Office of Justice Programs

The Office of Justice Programs studies the local criminal justice system, provides information on the system's effectiveness to the City Council and the public, and helps plan improvements to the system.

1. Child Development Specialist Program

A program for children in grades K-3 in the elementary schools which feed into Marshall High School (PSD #1), designed to assure proper development and to prevent later potential delinquency through the treatment of learning difficulties. The program differs from many primary prevention programs in that all children in a school area are served, and that attempts are made to involve home, scohol, peers, and community in the project.

The Office of Justice Programs acted as catalyst for the creation of the expanded CDS program, coordinating discussions with the Portland Public Schools, the state legislature and other state bodies, and the City Bureau of Human Resources.

An evaluation design has been devised by the Office to establish hard data for the link between learning disabilities and delinquency and to measure the success of this primary prevention program. This longitudinal evaluation is scheduled to continue through 1983.

2. North Portland Planning Process

In the Spring of 1978 the Office worked with the North Portland Community to assess their needs in the area of juvenile delinquency prevention. The citizens participating in this project identified an agenda including improved educational and parks programs and day care as well as traditional delinquency-related concerns.

In particular, the process identified the need for additional latchkey centers (extended day-care facilities for the children of working parents) and the potential for greater financial and programmatic cooperation among agencies including the Portland Public Schools to provide such centers.

Bureau of Emergency Communications

The Bureau receives and processes emergency calls from the citizens of Portland, Gresham, Troutdale, and Multnomah County. It is responsible for dispatching emergency vehicles, and for providing quarters and facilities for command of emergency operations.

1. Facility/Service Exchange

The Bureau has one transmitter and one receiver on Portland Public School sites (Vernon and Skyline schools). In exchange for the use of this property, Portland School Investigators are allowed use of the police radio frequencies for communications. Calls to the School Police are transferred to the City Emergency Communication Center from which School Police Cars are dispatched.

2. Emergency Assistance

The Bureau keeps records of school telephone numbers and addresses in preparation for disasters such as plane crashes or floods that would require emergency housing for a large number of people.

Metropolitan Youth Commission

The Metropolitan Youth Commission, a City-County agency, has the goals of providing youth guidance, promoting cooperation among agencies and organizations dealing with youth, and finding ways to prevent and control delinquency.

1. Youth Advisory Council

A group of 20 high school students, one from each Portland area high school, 3 from county schools, 2 from parochial schools and 1 from the alternative schools. Major responsibility is to organize Youth Forums. Samples of past projects include:

A. October 1976 Presidential "MOCK" Election in Multnomah County Schools.

B. Reed College Conference, "Why Vote?" - for high school students - Angus Duncan, Zahir Wahab, Craig Berkman and Mary Rieke were discussion leaders.

C. Forum in Portland High Schools discussing "Youth Faces the Law," Scott Jolink, guest speaker.

Youth Council members also participated on the Legislative Task Force and Project Second Wind.

2. Legislative Activities

Drafted and lobbied for 1977 Youth Emancipation Bill; 1975 Expunction Bill; participation in Governor's Task Force on Juvenile Corrections and House Judiciary Committee on Juvenile Code Revision; ongoing review of existing and proposed legislation affecting youth.

3. "Youth Faces the Law" (Handbook of Juvenile Law)

A publication providing an explanation of juvenile rights and responsibilities, criminal and civil laws, and clarifying various points regarding the juvenile justice system.

4. Youth Forums

Sponsored by the Youth Council to gather student opinions and to inform students on programs and issues concerning young people. The Forums will be conducted in the Portland and Multnomah County High Schools during the school day and will combine the expertise of youth, MYC staff and professionals from related fields. Samples of topics to be discussed will be youth employment, education, youth and the law. Dr. Blanchard and Area Superintendents have given their support. The information gathered through the Forums will be organized and presented to the appropriate groups, i.e. information on education will go to the Citizens Advisory Committees.

5. Conferences, Workshops, Panels

Organized and conducted by the Youth Commission: "Young Woman in Conflict Conference"; testimony before Portland Public School's "Blue Ribbon Panel on Disruptive Youth"; Governor's Conference

on Youth Employment; Portland area "Youth Employment Workshop"; "Youth and the Law Day" Conference.

6. Student Day in Government

Worked with Portland Public Schools, Federal, State, County and City representatives to place approximately 500 students in government agencies for a day.

7. "Youth Programs and Services Directory"

A directory published by the Metropolitan Youth Commission listing over 750 youth services and programs available for people in the Metropolitan area.

8. Second Wind Food Drive

In 1976, approximately 106 tons of food worth a quarter of a million dollars were collected and distributed to various agencies in the community, who service thousands of families. This involved the youth of our community from over 45 high schools and grade schools.

9. In-Service Training

Classes taught to educators and other professionals working with young people. Two examples of in-service classes are "Can Dropping Out be Good" - for teachers, counselors and administrators and "Youth Faces the Law" - for teachers using the handbook in their classrooms.

EXPOSITION-RECREATION COMMISSION

The Commission manages the Civic Stadium and Memorial Coliseum.

MEMORIAL COLISEUM

1. Rentals

The Coliseum rents spectator space, meeting rooms, and display space to the Portland Public Schools, Beaverton and David Douglas Public Schools, local Catholic elementary and secondary schools, Catlin Gable School, Portland State University, the University of Oregon, Oregon State U., the U. of Portland, Lewis and Clark College, and to the Coast Valley and Wilco Leagues.

Most of the rentals to the Portland Public Schools are for athletic events. A few teacher meetings, commencements, and a few special festivals and exhibits have been held.

There have been fewer rentals to the Schools because of the lack of available dates recently. Costs of these services are covered by rental and special overhead charges.

2. Civic Stadium Rentals

The stadium is used by the Portland Public Schools, local catholic schools, and Portland State University for athletic and musical events.

The 1978-79 Budget for the Civic Stadium was based on a prediction of hosting the following school events:

college football	6	events
college baseball	24	
high school soccer	10	
high school football	47	
high school baseball	9	

In addition, 88 professional soccer and baseball events are scheduled. Normally only one high school musical event (The Festival of Bands) is scheduled each year. Although rentals to schools make up more than 50% of the scheduled dates for use of the Civic Stadium, less than 50% of the revenue comes from these dates, as rental is based on a percentage of gate receipts.

There are few conflicts between professional and school athletic programs over dates in the Civic as the professional baseball and soccer seasons do not overlap much with the high school and college seasons. Portland Schools have priority in booking over suburban schools.

DEPARTMENT OF PUBLIC UTILITIES

OFFICE OF GENERAL SERVICES:

The Office of General Services provides management, fiscal direction, and support to the City General Service bureaus: the Bureau of Fleet Management, Bureau of Electronic Services, Bureau of Central Services (printing and mail distribution) and the Bureau of Facilities Management. The General Services are primarily provided to City agencies and in the case of Central Services, to Multnomah County.

1. Information Sharing and Tours

The Information Desk at the 5th Avenue entrance to City Hall provides first contact with formal and informal groups (including school groups), which desire to vist City Hall and/or attend Council sessions. No major expenditure of resources is spend on school groups.

2. Cooperative Services

The potential for future cooperative services between the City/County agencies involved and School District #1 in printing, mail delivery, and fleet management have been discussed at various times.

BUREAU OF FACILITIES MANAGEMENT

Directs operation and maintenance of City facilities and property and handles the City's needs for office space.

1. Facility Sharing: Exploration of Future Needs

The Bureau evaluates the facilities needs of City offices and is exploring, along with representatives of the Portland Public Schools and various bureaus, the possibility of certain City offices moving into vacant or under-used School sites.

2. Facility Sharing: King Neighborhood Facility

The Bureau represents the City in the agreement between the City and School District #1 on the King Neighborhood Facility. The agreement was originally approved in 1973.

The KNF is the structural addition, with parking, built onto the Martin Luther King School by the City using Department of Housing and Urban Development Neighborhood Facility and Model

City grants-in-aid.

The current agreement, dated 8 February 1978, is in force through 1992 unless otherwise amended.

In general, the City is responsible for "personnel, local travel, office and custodial equipment and supplies, postage and building maintenance and improvements" for the Facility; the School District is responsible for "fire and liability insurance, taxes, liens and assessments, water bills, electric bills, heating bills, and other utility costs, including telephones."

Bureau of Electronic Services

The Bureau provides Communications and Electronic equipment services to City bureaus.

1. Contract Services

The Bureau of Electronic Services was hired by the student transportation department of School District #1 to write specifications for radio equipment for school buses. The Bureau's experience in system design and writing specifications resulted in SD #1's purchasing a system from existing local government contracts. The original system had been estimated by a sole-source provider at $70,000; the eventual contract realized by exploring other alternatives was $40,000.

The Bureau's billing for the system design and consultation totaled approximately $2,000.

The Bureau provides similar contract services for City Bureaus, the Port of Portland, and Multnomah County.

Bureau of Water Works

The Bureau of Water Works provides water service to the community.

1. Water Services

School District #1 and other public and private educational institutions are served by City water. In 1977-78 the District's budget for combined Water and Sewage was $247,480.

DEPARTMENT OF PUBLIC SAFETY

BUREAU OF POLICE

The Bureau of Police protects the rights, life, and property of the citizens of Portland, works to prevent crime, enforces federal, state, and city laws, and promotes the peace and safety of the City of Portland.

GENERAL SERVICE

1. Police Service

The Bureau provides ordinary police services to schools and students as provided for by law.

Special services of the police include traffic and crowd control at cultural and sporting events. Many such events are organized especially for students, and service delivery by the Bureau for such events is both frequent and substantial.

2. Public Information

The Police Bureau is invited by various groups to provide speakers on topics including law enforcement, juvenile law, juvenile rights, drugs, and alcohol. A number of these talks are scheduled at schools during evening hours.

SAFETY OFFICERS

3. Student Patrols
4. Officer Friendly
5. Bicycle and Pedestrian Safety

The Bureau assigns four Safety Officers to work in public and private schools full-time throughout the school year. The officers train the student traffic patrols who guard school crossings, distribute traffic safety materials provided by the Bureau of Traffic Engineering (Traffic Safety Commission), make classroom presentations under the Officer Friendly program, and assist in the schools' mandated bicycle and pedestrian safety instruction.

The officers are also available for consultation with the school community on various school and neighborhood issues. They play an important supporting role in the driver's education programs in area high schools.

CRIME PREVENTION

6. Crime Prevention Presentations

A film and talk, with a question and answer period, supplemented by printed material, are available on each of the following topics: vandalism, shoplifting, babysitting, juvenile law, victimization reduction. These presentations are given at school classes and assemblies.

One non-sworn police staff person is assigned full-time to youth crime prevention projects.

7. Blazer Trading Card Program

In a combination crime prevention and public relations program, a series of fourteen cards, each featuring the picture of a Portland Trailblazer, a crime prevention tip, and a basketball tip, have been printed and are being distributed by police officers.

8. Block Homes

The Portland Council PTA operates a Block Home program with the assistance of the Portland Police.

A Block Home identifies itself by a highly visible sign in a front window. The residents of a Block Home agree to help young children (usually up to 5th graders) who are being harrassed, threatened, followed, or who have been slightly injured.

Instructions given to the Block Home for helping the children advise minimal involvement: one should answer the door and make a phone call for the child to his or her parents; call the police in more serious incidents; and notify the PTA Council of the occurrence. The Block Home parent may, at his or her own risk, bring the child into the home and provide more personal care. Feeding or transporting children is not recommended.

The Police help to publicize this program and coop-

erate with the PTA by doing a records check on households which apply to become Block Homes. The PTA has its own appeal process to certify a Home which the Police have recommended against for any reason.

SPECIAL PROJECTS

9. Maurice Lucas Basketball Program

The Maurice Lucas Basketball Program combines recreation with a chance to focus special attention on youths who are experiencing various problems in their schools or neighborhoods. The program depends on the cooperation of Park Bureau and School District staff as well as on the participation of Maurice Lucas.

10. Franklin High Truancy Project; Buckman Escort Programs; etc.

The Bureau of Police helps schools and neighborhoods combat particular problems identified by the teachers, administrators, or neighbors involved.

Examples of such programs have included a Franklin High School Truancy Project, Buckman Escort program, and others. The principal of Buckman School received a Police Bureau Crime Prevention Award for his part in encouraging community participation in prevention efforts.

PORTLAND PUBLIC SCHOOL INVESTIGATORS

11. Cooperation with PPS Investigators

The Portland Public Schools maintain a police force to investigate misdemeanors and most felonies that take place on School District #1 property. In 1977-1978 over 3,000 such cases were recorded.

The Portland Police, under General Order Section 640.40, investigates homicides, rapes, and certain other felonies on school property, and coordinates its responsibility with the School District Police. School patrol cars are dispatched by the City's Emergency Communications Center.

Bureau of Neighborhood Associations

Encourages citizen participation and assists in the development of opportunities for citizen involvement in government. Provides information and assistance to the public.

The Bureau cooperates with the Portland Public Schools, local Catholic schools, Portland Community College (notably at the Cascade Campus), Portland State University, the University of Portland, Lewis and Clark College, Concordia College, and the Center for Urban Education on various programs. The general direction of these programs is toward sharing of information and research of use to neighborhood associations.

1. Presentations

Bureau staff make presentations to classes on neighborhood issues.

2. Facility Sharing

The Bureau and its associated neighborhood associations use Public School buildings for meetings approximately 10 times per month during the school year.

The Bureau's northeast Portland office is located at the King Neighborhood Facility, a building rented by the City from the Portland Public Schools. (See also Bureau of Facilities Management.)

Some equipment is shared by the schools with the local neighborhood groups, and the Bureau advocates a policy of increased cooperation and sharing of videotape as well as other electronic equipment.

3. Information Sharing

The Bureau tries to share information with local school advisory committees and other school-related groups. The Schools cooperate by allowing the neighborhood associations to distribute flyers at the schools for children to carry home.

Bureau of Neighborhood Environment

Tries to prevent and eliminate problems in neighborhoods including noise, abandoned vehicles, garbage, weeds, etc.

The Bureau of Neighborhood Environment cooperates with local Catholic Schools and Beaverton School District 48J as well as with the Portland School District #1.

1. Neighborhood Clean-Ups

The Bureau uses school property for drop centers during neighborhood clean-ups. Also, the Buckman neighborhood elementary school provided printing and distribution of flyers for a clean-up campaign sponsored by BNE.

2. Public Information and Education

The Bureau provides lecturers for science departments and modern problem classes on regulatory functions, and for programs on environmental deficiencies and their effect on City residents. The Bureau also distributes brochures, films, and other educational material.

3. Research Programs

The Bureau has worked with the University of Oregon Medical School on research into the long-range effects of loud noise on individuals. Bureau staff members also make presentations to Medical School classes on environmental health problems.

Metropolitan Human Relations Commission

Advocates and promotes the civil and human rights of all Portland citizens.

1. Public Information

The Public Information function of the MHRC cuts across all staff and committee boundaries. Existing primarily as an advocate, the Commission supplies speakers (Commissioners and staff) to schools and other organizations, publishes a newsletter (which devotes substantial amounts of its space to educational matters) and makes referrals to other agencies.

2. Education Committee

The Education Committee studies school issues as related to desegregation, integration, and to those classes of people who are protected by Federal law. The Committee is concerned with how desegregation policies are formed and implemented, and with the effect of those policies on the quality of a student's education, particularly in regard to discipline and cultural awareness within the curriculum.

3. Membership in the Community Coalition for School Integration

The Community Coalition is made up of individuals and public and private agencies joined together to study desegregation policies in the Portland Public Schools. The Coalition is involved in substantial research into the School District's enrollment policies, and in the fall of 1978 presented a series of reports with recommendations for action by the Board of Education.

The MHRC was active in the creation of the Coalition, having been invited by both the School Board and by private citizens to become involved in studying the Board's policies. With the MHRC as an administrative umbrella, the Coalition has been funded by the City ($5,000 in 1977 and $10,000 proposed in 1978), the County ($15,000), and the School District ($2,000, directly to the Coalition).

APPENDICES

PUBLIC SERVICE EMPLOYMENT AND EDUCATION IN PORTLAND: EXCERPTS FROM A REPORT TO THE CITY SCHOOL POLICY COMMITTEE - SEPTEMBER 1978

The City of Portland's Public Service Employment (PSE) is a section of the Comprehensive Employment and Training Act Division of the Bureau of Human Resources. PSE (CETA Titles II and VI) is designed to help place individuals in subsidized employment with public and private non-profit agencies.

PSE slots are made available to the City by the U.S. Department of Labor under formulas related to local and national unemployment and other factors. When a new funding allocation approaches, PSE solicits proposals for positions from City bureaus, Multnomah County and State of Oregon Departments, and from hundreds of local non-profit agencies. Non-solicited proposals are also accepted.

PSE staff evaluate the returned proposals which are in turn rated by CETA Adivsory Council and by the City Council. Proposals are ranked, and slots are awarded based on the priorities of the rating procedure.

Administration of City PSE is paid for by a share of Federal CETA dollars. Organizations submitting proposals to CETA may request a percentage of their grants as administrative overhead, but PSE has, in general (for non-City agencies), funded salaries and fringe benefits exclusively. Grants to the Portland Public Schools form a major exception to this practice.

Department of Labor guidelines for the distribution of CETA funds have changed frequently. Major changes in the definitions of several titles have occurred since PSE was enacted in 1973; changes have involved participant eligibility, the nature of the positions available under CETA Titles II and VI, and the amount of funding for each Title.

1. CETA AND THE PORTLAND PUBLIC SCHOOLS

The Portland Public Schools (School District #1) have been a major recipient of PSE contracts. (See Table A.)

The number of positions granted to the Public Schools expanded drastically in early 1978, largely as a result of an unexpectedly large package of PSE funds made available to the City late in 1977.

With nearly 400 jobs to distribute in a few months, the BHR identified the Portland Public Schools as a major resource for the employment of people in meaningful PSE slots. The advantage to the BHR in finding one employer to handle an influx of nearly two hundred less-than-highly trained individuals has sometimes been overlooked. The Public Schools took a considerable risk and performed a service by accepting the positions at short notice.

The procedure for awarding slots to School District #1 has theoretically been identical for the procedure used with other agencies: proposals are solicited, rated, ranked against other agencies, and awarded.

However, personal consultations between the BHR and the Public Schools means, in particular for the large batch of positions funded early in 1978, that the process of preparing acceptable proposals was completed in consultation with the Bureau before formal submission.

As mentioned above, PSE identifies a low percentage of administrative overhead allowable for agencies applying for CETA positions. In most cases, no overhead is allowed. A drawback for the Public Schools in the past has been that their accounting identifies a fairly high (over 20%) percentage of administrative costs for certain programs.

The administrative costs allowed for at least one major PSE program at the Portland Public Schools in 1977-78 and 1978-79 (the Child Development Specialist program) have far exceeded the usual PSE limits. The future of such exceptions is unclear.

In Spring, 1978 the following PSE projects were on-going in the Portland Public Schools:

Parent Education Specialists	3 Positions
Sunnyside Project	10
Desegregation Aides	10
Project Action	2
Project Learn	6
Project Mainstream	5
Student Advocates	13
Woodmere Alternative School	5
Project Grow	5

Prep. Assistance - Special Education	15 Positions
Athletic Assistants	26
Child Development Specialists	34
Artists in Residence	14
Communications Involvement Specialists	28
Truancy Project - Franklin High	2
Grounds Restoration	4
CATCH	3
Project Vision	7
High School Job Corps - Transition to Work	17
Facility Review	7
	216 TOTAL

Federal Changes in CETA allocations are not likely to repeat the extraordinary level of funding for the School District reached in early 1978. However, with some thirty PSE positions already awarded in Fall, 1978, the Portland Public Schools can expect to continue receiving significant support from PSE in the future.*

2. PSE AND OTHER EDUCATION AGENCIES

Perhaps even more striking than the number of positions awarded to the Portland Public Schools are the number and variety of positions which have been awarded to private elementary and secondary schools and to local colleges and universities.

Tables B and C display this information. PSE has supported teaching and administrative positions in parochial schools at the elementary and secondary level. These schools include St. Andrews and Immaculate Heart. Private schools funded include Open Meadow, Open Community School, and Albina Youth Opportunity School. Anecdotal information from participants and agencies has revealed a number of other direct slots awarded to these and other institutions.

There has been no policy to indicate that the CETA PSE slots should or should not be awarded to private educational institutions. These institutions have

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*NOTE: The Portland Job Corps Center is a program operated by the Portland Public Schools under a Department of Labor grant budgeted at $2,901,460 for 1978-79. (In 1977-78, the grant was $2,199,775). Nearly 400 students will be reached by the program. The Job Corps Center provides residential and non-residential support and occupational training for young persons ages 16-22. This funding, direct Federal/School District support, is not part of the PSE program, and is mentioned here only for clarification.

been treated more or less on a case by case evaluation taking into account the guidelines and the procedures in effect at the time of submission of a proposal.

An implicit policy seems clear: that through its PSE program, the City has encouraged the employment of individuals with public and private educational institutions.

3. INDIRECT AID TO EDUCATIONAL INSTITUTIONS

Tables D and E display the number of slots awarded to various social service agencies with education-related programs. These tables have been selective as discussed in section 4 above. Thus, the Child Care Coordinating Council is listed for a PSE position involving a kindergarten class in St. Johns, but not for numerous other positions CCCC received for ordinary day-care and administrative activities. (Those positions would be included under Category X in Table X.)

One of the most interesting projects classified under Table D was the Epilepsy League of Metro Portland's "School Alert." In this program 5 PSE positions funded for a year starting in June 1977, were designed to provide on-site training in epileptic education to tens of thousands of students, teachers, and administrators. A series of over 330 meetings with superintendents, principals, teachers and students were held in the first part of the 1977-78 school year.

TABLE A

PORTLAND CITY CETA PSE POSITIONS
IN EDUCATIONAL AGENCIES AND PROGRAMS

(NOTE: The figures in column 3 and 4 refer to the maximum number of positions in education being funded for each agency during any portion of that time period. Column 5 refers to positions continued from the previous period (February - September, 1977), and to new positions beginning between September 1 - 15 only. No complete information is available on new positions funded after September 1, 1977, or on positions funded before July, 1976 (columns 1 and 2).

ORGANIZATION	*1 1975	*2 Jan.- June 1976	3 July 1976- Jan. 1977	4 Feb. 1977- Sept. 1977	*5 Sept. 1977- 1978	*6 Jan. 1978
Portland Public Schools	16	26	26	20	32	216+
Multnomah I.E.D.	1	*	1	1	1	*
TOTALS	17	26	27	21	33+	216+

KEY: A = Portland Public Schools; Multnomah IED.
B = Public Education Agencies Other Than PPS or Multnomah IED.
C = Private or Parochial School.
D = Educational Program Sponsored by Social Service or Other Non-profit Agency.
E = Program Including In-school Presentations or Other School-related Activities Sponsored by Non-profit Agency.
X = Program Including No Significant School Activities
* = Data Incomplete (See above)

TABLE B

PORTLAND CITY CETA PSE POSITIONS IN EDUCATIONAL AGENCIES AND PROGRAMS

(NOTE: The figures in column 3 and 4 refer to the maximum number of positions in education being funded for each agency during any portion of that time period. Column 5 refers to positions continued from the previous period (February - September, 1977), and to new positions beginning between September 1 - 15 only. No complete information is available on new positions funded after September 1, 1977, or on positions funded before July, 1976 (columns 1 and 2).

ORGANIZATION	*1 1975	*2 Jan.-June 1976	3 July 1976-Jan. 1977	4 Feb. 1977-Sept. 1977	*5 Sept. 1977-1978	*6 Jan. 1978
Oregon State University	*	*	0	4	4	*
Portland Community College	*	*	10	10	13	*
Portland State University	7	*	5	1	1	*
TOTALS	7+	*	15	15	18+	*

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TABLE C

PORTLAND CITY CETA PSE POSITIONS
IN EDUCATIONAL AGENCIES AND PROGRAMS

(NOTE: The figures in column 3 and 4 refer to the maximum number of positions in education being funded for each agency during any portion of that time period. Column 5 refers to positions continued from the previous period (February - September, 1977), and to new positions beginning between September 1 - 15 only. No complete information is available on new positions funded after September 1, 1977, or on positions funded before July, 1976 (columns 1 and 2).

ORGANIZATION	*1 1975	*2 Jan.- June 1976	3 July 1976- Jan. 1977	4 Feb. 1977- Sept. 1977	*5 Sept. 1977- 1978	*6 Jan. 1978
Albina Youth Opportunity School	3	4	3	*	*	*
Black Education Center	3	*	*	2	2	*
Concordia College	5	*	*	*	*	*
Immaculate Heart Community School	*	*	4	5	2	*
Inn Home for Boys	*	*	*	3	1	*
Open Community School	*	*	3	3	*	*
Portland Youth Advocates (Open Meadow School)	6	3	8	15	8	*
Reedwood Schools	*	*	*	1	1	*
St. Andrews School	*	*	*	3	*	*
Willamette Education Center	*	*	*	3	1	*
TOTALS	17+	7+	18	35	15+	*

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TABLE D

PORTLAND CITY CETA PSE POSITIONS
IN EDUCATIONAL AGENCIES AND PROGRAMS

(NOTE: The figures in column 3 and 4 refer to the maximum number of positions in education being funded for each agency during any portion of that time period. Column 5 refers to positions continued from the previous period (February - September, 1977), and to new positions beginning between September 1 - 15 only. No complete information is available on new positions funded after September 1, 1977, or on positions funded before July, 1976 (columns 1 and 2).

ORGANIZATION	*1 1975	*2 Jan.-June 1976	3 July 1976-Jan. 1977	4 Feb. 1977-Sept. 1977	*5 Sept. 1977-1978	*6 Jan. 1978
Albertina Kerr Center	*	*	3	4	1	*
Albina Women's League	*	*	0	3	*	*
Child Care Coordination Council	*	*	0	1	1	*
Children's Club	*	*	0	2	1	*
Epilepsy League of Metropolitan Portland	*	*	0	6	6	*
Goodwill Industries	*	*	3	24	21	*
Harry's Mother	*	*	0	2	*	*
Industries for Blind	*	*	0	6	6	*
Lents Citizens for Youth	*	*	4	4	*	*
Martin Luther King Scholarship Fund	*	*	4	4	*	*
Multnomah Association for Retarded Children	2	*	2	2	*	*
OSPIRG	4	*	0	2	*	*
Oregon Association for Children with Learning Disabilities	*	*	1	1	1	*
Oregon International Gypsy Foundation	*	*	0	4	*	*
Oregon Museum Science Industry Summer Middle School	*	*	0	2	2	*

TABLE D
2

PORTLAND CITY CETA PSE POSITIONS
IN EDUCATIONAL AGENCIES AND PROGRAMS

(NOTE: The figures in column 3 and 4 refer to the maximum number of positions in education being funded for each agency during any portion of that time period. Column 5 refers to positions continued from the previous period (February - September, 1977), and to new positions beginning between September 1 - 15 only. No complete information is available on new positions funded after September 1, 1977, or on positions funded before July, 1976 (columns 1 and 2).

ORGANIZATION	*1 1975	*2 Jan.-June 1976	3 July 1976-Jan. 1977	4 Feb. 1977-Sept. 1977	*5 Sept. 1977-1978	*6 Jan. 1978
Parent-Child Services	*	*	4	0	*	*
YMCA	*	*	5	12	11	*
Waverly Children's Home	*	*	0	8	8	*
TOTAL	6+	*	26	87	58+	*

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TABLE E

PORTLAND CITY CETA PSE POSITIONS IN EDUCATIONAL AGENCIES AND PROGRAMS

(NOTE: The figures in column 3 and 4 refer to the maximum number of positions in education being funded for each agency during any portion of that time period. Column 5 refers to positions continued from the previous period (February - September, 1977), and to new positions beginning between September 1 - 15 only. No complete information is available on new positions funded after September 1, 1977, or on positions funded before July, 1976 (columns 1 and 2).

ORGANIZATION	*1 1975	*2 Jan.-June 1976	3 July 1976-Jan. 1977	4 Feb. 1977-Sept. 1977	*5 Sept. 1977-1978	*6 Jan. 1978
Albina Action Center	*	*	0	3	*	*
Albina Ministerial Alliance	*	*	0	2	*	*
Aquila	*	*	0	4	3	*
Huang Dao	*	*	0	3	*	*
Ministeries Unlimited	*	*	4	4	0	*
Native American Youth Association	2	*	0	0	*	*
Neighborhood House	*	*	2	2	*	*
Oregon Childrens Services Division	13	*	0	0	*	*
Oregon State Mental Health Division	*	*	4	4	*	*
Outside Inn	*	*	0	1	*	*
PACT	*	*	0	1	*	*
Portland Art Association	*	*	0	2	2	*
Portland Chilean Refugee Support Comm.	*	*	0	1	*	*
Salvation Army	*	*	0	1	1	*
Star Productions	*	*	0	3	3	*
Storefront Theater	*	*	0	6	6	*
Traditional Arts Booking Service	*	*	0	2	2	*

TABLE E
2

PORTLAND CITY CETA PSE POSITIONS
IN EDUCATIONAL AGENCIES AND PROGRAMS

(NOTE: The figures in column 3 and 4 refer to the maximum number of positions in education being funded for each agency during any portion of that time period. Column 5 refers to positions continued from the previous period (February - September, 1977), and to new positions beginning between September 1 - 15 only. No complete information is available on new positions funded after September 1, 1977, or on positions funded before July, 1976 (columns 1 and 2).

ORGANIZATION	*1 1975	*2 Jan.- June 1976	3 July 1976- Jan. 1977	4 Feb. 1977- Sept. 1977	*5 Sept. 1977- 1978	*6 Jan. 1978
Tri-County Community Council	*	*	0	1	1	*
Vest Pocket Community Center	*	*	3	3	*	*
TOTAL	15+	*	13	43	18+	*

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TABLE X

PORTLAND CITY CETA PSE POSITIONS
IN EDUCATIONAL AGENCIES AND PROGRAMS

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ORGANIZATION	*1 1975	*2 Jan.-June 1976	3 July 1976-Jan. 1977	4 Feb. 1977-Sept. 1977	*5 Sept. 1977-1978	*6 Jan. 1978
Table A: Totals	17	26	27	21	33+	216+
Table B: Totals	7+	*	15	15	18	*
Table C: Totals	17+	7+	18	35	15+	*
Table D: Totals	6+	*	26	87	58+	*
Table E: Totals	15+	*	13	43	18+	*
TOTAL, Tables A-E	62+	33+	99	201	142+	216+
Type X: No School Activities	*	*	106	268	168+	*
TOTAL, Tables A-E, X	*	*	205	469	310+	*

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Acknowledgments

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